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**DRAFT RECOMMENDATIONS
OF THE
COMMISSION ON QUALITY TEACHING**



Presented to
THE MARYLAND STATE BOARD OF EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201

May 1982



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THE COMMISSION ON QUALITY TEACHING

PREAMBLE

In the face of assorted criticisms and burdens, the vast majority of teaching in our public schools is of high quality. This is fortunate and significant since, in our society, there is nothing more important going on than the education of our people.

This Commission urges that giant steps be taken to restore teaching to the high place it once held in public esteem. Teachers have been taken for granted for decades. They are seldom praised and criticism has almost reached epidemic proportions. Yet, education in Maryland is working. It could and it shall work better with the support and interest of the general public and with the continuing internal and external efforts to improve teaching as a profession and to improve the conditions under which the profession must be practiced.

The difficulties involved in addressing the issues related to "quality teaching" are not to be minimized. In the first instance, it must be made clear that any effort to improve the quality of teaching is not an attack upon teachers or the teaching profession. Second, the act of studying ways to enhance the overall quality of teaching must not be viewed as an indictment on education, generally, or public education, specifically.

A third group of issues that are difficult to surmount in a study such as this is questions related to tradition which may range from matters of certification and evaluation procedures to tenure and how it is granted. Finance is a fourth area since most approaches to quality improvement in any profession have some costs attached. This is particularly important in an era during which costs of government and, in particular, education are subject to reviews and limitations that are unparalleled in the recent past.

Another inherent difficulty in attempting to look at any part of a huge enterprise is the difficulty in isolating the issues involved in that endeavor. One could make a case for being unable to study any issue in education without looking at the entire society. On a smaller scale, teaching cannot be reviewed without a substantial study of school administration, educational governance, parent involvement, support personnel, and related issues. Finally, the Commission fully recognizes the impact of state education laws and bylaws, the importance of local school boards and of the concept of local control of education and of the negotiations process as we frame our recommendations on quality teaching.

With these pitfalls in mind, the Maryland Commission on Quality Teaching has addressed the charge(s) given us by the Maryland State Board of Education. The commission membership represented a wide variety of interests from all parts of the State. We began with acceptance of the fact that our perspectives and points-of-view were likely to be different,

but that we would be held together by a common objective-the enhancement of teaching in the State of Maryland.

A major initial hurdle focused around whether or not we wished to spend a substantial amount of time defining what the role of the teacher in the Maryland public schools is or ought to be. The Commission finally determined, albeit not unanimously, that the MSTTA statement of teacher rights and responsibilities is sufficiently concise, clear, and comprehensive to serve the general purposes of our review. These rights and responsibilities as excerpted from the MSTTA Handbook are:

1. Identifying the educational needs of students within the limits of the teacher's certification.
2. Developing plans to meet the educational needs of students by working within existing guidelines, programs, goals, and objectives of the local education agency and/or the State. This includes, but is not limited to:
 - a. Selecting appropriate methodology.
 - b. Selecting and utilizing materials of instruction.
 - c. Providing a safe and conducive learning environment.
 - d. Evaluating individual performance.
3. Consulting with appropriate personnel and/or parents in regard to the delivery of educational services.

4. Referring students requiring unique or specialized educational services to appropriate personnel and/or programs.
5. Developing and making decisions, with management, in regard to programs, goals, and objectives. Factors to be considered include:
 - a. The validity of programs, goals, and objectives.
 - b. The adequacy of resources available.
 - c. The ability to assess accurately the achievement of programs, goals, and objectives.

We also distributed and reviewed similar statements of teachers' roles, rights, and responsibilities as developed by LEAs such as Howard County, agreeing, as indicated earlier, that there was enough of a commonality of views to eliminate the need for devoting our limited resources to this issue.

Early meetings of the Commission spent a substantial amount of time on the question, "What is the problem?" These discussions essentially centered around a request for statistical documentation of various issues relating to education. Again, after lengthy deliberations, the Commission determined that there was enough documentation of "a problem" or a "perception of a problem" to mandate that we not engage in yet another research project with surveys, questionnaires, interview schedules, etc. We agreed to focus on the charge given us by the Maryland State Board of Education and to ascertain if we could identify ways in which positive change might

be brought about in those areas. Underlying our views was the feeling that any profession ought to regularly undergo self-examination and external review if it is to grow and prosper as a profession.

It has not escaped our attention that many other states are engaged in studies such as our own. We have reviewed materials from these states and from various professional and governmental organizations that have reviewed these issues. While no single set of circumstances exactly duplicates those in Maryland, we have learned a great deal from the experiences of other states.

During our deliberative process, all meetings of the Commission and its committees have been open. Additionally, we are holding eleven public hearings at strategic locations around the State so as to facilitate public comment on our draft recommendations which are being broadly circulated. Some work cannot be completed until after the public hearings and after the recommendations of the Commission have been finalized. We hope, for example, to group our recommendations according to the priority we give to them. This, of course, cannot be done until--considering public input--the recommendations are finalized. We will also be preparing a fiscal note for each of our final recommendations since action taken will have to consider fiscal impact and the most effective use of available resources.

In each instance we have tried to assign responsibility for the implementation of a recommendation to a specific body. This was done to fix responsibility and to clarify our

intention. It does not assume that unilateral activity is always possible or best, but it does suggest that we wish to be clear about the assumption of leadership on the implementation of any given recommendation.

The process of improving the quality of teaching is not one which has its beginning or its ending in a single report. Rather, it is a continuing endeavor which is in need of constant reassessment. At the same time, we urge that our report not be set aside after having been read and treated as an interesting bit of reading, but not a critical piece of public policy. What we are dealing with in this report is the future of our State since no single institution has more direct bearing on the ability to cope with the problems of the future than that complex, dynamic, all encompassing set of systems and sub-systems which we identify as education. We hope the public agrees with us and will subject our recommendations to careful scrutiny. More importantly, we hope that our recommendations--once finalized--will become the basis for generating the kind of activity that Maryland must initiate to maintain its position of leadership among the states in terms of the quality of public education that we offer.

The next steps to be taken by the Commission include a first round of statewide public hearings on July 13 and 14; a comprehensive review by the full Commission of public comments received at these hearings; a final round of hearings on September 16; and submission of a final report to the Maryland State Board of Education by October 26, 1982. Public participation, comments, and recommendations are strongly encouraged and eagerly anticipated.

CHARGE 1. EARLY STUDENT INTEREST

Recommendation 1—Programs to Attract Talented High School Students into Teaching

Each local school system and each of the local professional education organizations should establish programs for encouraging secondary students to enter the teaching profession. Activities for students should be considered, such as clubs, career days, visits to college programs and special seminars or presentations by teachers and teacher educators.

Rationale

By establishing clubs and career days which address the teaching profession, high school students who are prospective teachers can be helped to understand the benefits of teaching and explore their own career objectives. Through these activities, it should be possible to attract bright, young people into teaching who might otherwise not enter the teaching field.

Recommendation 2—Improved Public Image

The Maryland State Department of Education should take the leadership in developing a statewide

public information campaign to improve public perception of elementary, secondary, and post-secondary public education.

Further, this campaign should:

- . Involve LEAs, IHEs, and professional associations.
- . Focus on increasing the public awareness of effective programs and successful teaching-learning situations, as well as the critical needs in (a) public schools, K-12th grades, and (b) public higher education institutions.
- . Include a slogan promoting public education.

Rationale

There is a serious need for the State to enter into an aggressive campaign to see that the public perceptions of public education are made consistent with reality. While test scores are rising on a national basis and throughout the State of Maryland, many citizens are not aware of these advancements in public education. A positive promotional campaign should have a beneficial effect upon all of education, especially the work of the classroom teacher.

Recommendation 3—Career Options

All colleges and universities offering teacher education programs should include in those

programs instructional skills and content which would prepare teacher candidates for teaching positions in non-school settings.

Rationale

With job opportunities in teaching being limited, there is a strong likelihood that talented people who might not otherwise choose teaching would enter teacher preparation programs if these programs provided for a variety of career options.

CHARGE 2. ENTRY INTO TEACHER EDUCATION

Recommendation 4—Scholarship Loans for Teacher Education Candidates

Scholarship loans should be established by the General Assembly and these loans should be available in both Maryland public and nonpublic higher education institutions for the purpose of attracting candidates into the teaching profession. Loans shall not exceed the average State college/university tuition in Maryland.

Further, it is recommended that these loans be designated for three categories:

1. Academic discipline areas that are currently, or are becoming, underenrolled in order to meet projected teacher shortages, as based upon annual determination by the Maryland State Department of Education (MSDE).
2. Scholastically superior students in Maryland secondary schools and undergraduate higher education.
3. Teacher candidates interested in teaching in geographic areas of Maryland that currently are, or are beginning to, experience teacher shortages, based upon annual determination by the MSDE.

It is further recommended that such scholarship loans be forgiven at the rate of twenty-five percent per year for a period of four years while teaching in Maryland public schools. Otherwise, the loans shall be repaid within five years of graduation.

Rationale

A scholarship program which would encourage students to enter teacher education programs has a strong potential of attracting superior students. These incentives need to be developed if teacher education is to compete with other fields which offer greater rewards when students actually become employed.

Recommendation 5—Admission Requirements for Entry into Teacher Education

The Maryland State Board of Education should include among its standards for the approval of teacher education programs that a college must have among its requirements into the teacher education programs that a student must:

1. Meet Maryland State Board of Education requirements on a statewide standard basic skills test (mathematics, reading, and writing). This test could be the new pre-professional Basic Skills Test being developed by the Educational Testing Service. In addition to being used for

determining admissions, this information could be used for diagnosing and prescribing students' instructional needs and for improving the college programs.

2. Have a minimum 2.5 college GPA on a 4.0 scale.

Rationale

Most college teacher education programs now have some admissions requirements for a student to be admitted into its teacher education program. However, most colleges do not require the above-mentioned basic skills test for prospective teachers.

CHARGE 3. PROFESSIONAL EDUCATION

Recommendation 6—Resources to Teacher Education Programs

The State Board of Education should include among its standards for approval of college teacher education programs a requirement that colleges and universities should devote resources (especially in the area of faculty-student ratios) to teacher education programs which are at least equivalent to other undergraduate pre-professional programs.

Rationale

Colleges have traditionally given limited resources to teacher preparation programs, and, at best, these resources have provided for minimal support. In the present circumstances where there are declining enrollments in teacher education programs, many higher education institutions are cutting back on their resources to teacher education programs. These moves are penny-wise and pound-foolish, and colleges should take this opportunity to provide excellent resources and increase the quality of teacher preparation.

Recommendation 7—Teacher Preparation

The Maryland Professional Standards and Teacher Education Advisory Board should recommend to the State Board of Education for its adoption standards for the approval of college teacher education programs which are more prescriptive and rigorous regarding general education content courses. The pre-professional academic preparation of teacher candidates must be comprehensive and consistent statewide in order to assure exposure to important disciplines.

Rationale

The academic preparation of teachers in the basic liberal arts content is critical to the overall educational strength of the teacher. In Maryland, the present requirements in general education content varies greatly among colleges and universities. In several institutions the requirements do not assure that major disciplines or areas of knowledge are studied. In particular, we note that the amount and type of required study in mathematics and the language arts differs substantially among the colleges/universities.

Recommendation 8—Quality of the Teacher Education Experiences

The Maryland State Board of Education should include among its standards for the approval of

college teacher education programs the requirement that Maryland colleges should:

1. Develop an active advisory system by which students in teacher education programs complete a quality program in their teacher education field.
2. Require teacher education students to acquire a 2.75 GPA in their college major for them to be recommended for certification.

Rationale

College students in teacher education programs should be given assistance by the college advising system which will insure that students take the appropriate courses for their programs and insure that they meet periodically with their advisers to revise their program and progress.

To insure that college teacher education graduates have achieved high standards in the content of their college program, they should achieve a 2.75 grade point average in their college major.

Recommendation 9—Supervision of Field Experiences

It is recommended that the State Board of Education, in its evaluation of teacher education programs through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Standards, require IHEs to provide staff development in clinical supervision for supervising teachers

and college supervisors of field-based experiences in the preparation of teachers. It is further recommended that the Maryland State Board of Education develop collaborative arrangements between school systems and institutions to assure that (a) criteria are defined for the selection of supervising teachers, (b) the role and responsibilities of the college supervisor with the school system are defined, (c) guidelines are cooperatively designed for the implementation of quality field experiences, and (d) financial and other incentives are developed to encourage teachers to serve as supervising teachers working with student teachers.

Rationale

No aspect of a teacher education program is more important than the field experiences which should be supervised by well-qualified college supervisors and supervising teachers in the public schools. Most teachers asked to serve in this role have no preparation and need considerable guidance in how to mold a developing teacher. Also, college supervisors often have little training in supervision. In addition, there is a need to specify the role of the college supervisor and the minimum number of times a student should be visited by a college representative.

Recommendation 10—Equity Guidelines for Preservice and Inservice Programs

The Maryland State Board of Education should develop equity guidelines which relate to race, sex, national origin, or disability and which would be employed as part of Maryland's program approval process for undergraduate and graduate teacher education programs. Guidelines should incorporate, but not be limited to: recruitment and admission of students, resources, content and experiences in teacher education curricula, content in the undergraduate general studies component, and institutional policies, procedures, and practices.

In addition, staff development activities in local education agencies should include educational equity in the content and delivery of all training for teachers, principals and supervisors.

Rationale

Educational inequities, often unintentional, create barriers to teacher effectiveness and student achievement. Research shows that role models, teacher expectations, and teacher and administrative behaviors can promote or inhibit the development of positive self-concept and the subsequent learning of students.

Preservice and inservice training should include the multicultural awareness, knowledge, and skills necessary to enable all students to fulfill their

educational potential without limitations imposed by race, sex, national origin, or disability.

CHARGE 4. CERTIFICATION AND A CERTIFICATION EXAMINATION

Recommendation 11—Certification Requirements

The Maryland State Board of Education should develop a bylaw which would grant initial teaching certificates to those candidates who:

1. A. Successfully complete an approved four-year teacher education program in an accredited college or university,

OR

- B. Complete a four-year accredited college or university degree. This person would complete a special teacher education program designed by a college with an approved program in the person's field. This special program would be approved by the Teacher Education and Certification Branch of the Maryland State Department of Education.

AND

2. Obtain satisfactory scores on a test which would:

- . Be selected by the Professional Standards and Teacher Education Advisory Board,

- . Include basic literacy skills, communication and computational skills, liberal arts content, content from the college major, and professional education content,
- . Be administered by the Maryland State Department of Education in cooperation with the state's colleges and universities,
- . Be taken following 1. above,
- . Be paid for by the applicant,
- . Be certified by the Maryland State Board of Education as being non-discriminatory,
- . Allow applicants who fail to retake the test or portions thereof.

Rationale

Maryland wants well-educated and able people as teachers. In order to assure further that candidates receiving teaching certificates are well-prepared and effective with students, a series of steps is proposed as requirements before certification. In addition, the proposed series recognizes and promotes the partnership of higher education and school systems in the preparation and selection of teachers.

Recommendation 12—Assignment of Teachers According to Qualifications

The Maryland State Board of Education should require LEAs to assign teachers according to

their teaching certificates. The LEA superintendent will obtain the State Superintendent's approval for any out-of-field assignments.

Rationale

At the present time, the Maryland State Department of Education certifies teachers by qualifications and not by assignment; therefore, it is possible for a school system to assign a teacher to a teaching position which is not in the person's area of certification. This practice places teachers and learners at a disadvantage. The effect of this recommendation would be to provide young people with teachers who are qualified to teach in the areas of their assignment.

A survey of the northeast NASDTEC (National Association of State Directors of Teacher Education and Certification) states conducted by the MSDE staff reveals that only Maryland and one other northeast state permits teachers to teach out-of-field.

Recommendation 13—NCATE Approval

In view of the fact that NCATE (National Council for the Accreditation of Teacher Education) approval is not program specific, especially at the secondary level, the Maryland State Board of Education should modify the present certification regulations to remove the NCATE reciprocity system as an avenue for out-of-state people to obtain Maryland teaching certificates until the NCATE approval process becomes program specific.

Rationale

The NCATE conducts evaluations of college programs but does not use specific standards for individual secondary education programs such as English and social studies. All secondary education and graduate programs are collectively approved or not approved as a result of NCATE evaluations. NCATE teams do not contain specialists for all the programs being evaluated. In these two aspects, an NCATE evaluation is not as strong as the NASDTEC process which Maryland uses. Under the present Maryland certification regulations, an individual from out-of-state could obtain a Maryland teaching certificate from a program which had NCATE approval but which would not have been approved if the Maryland process had been used.

Recommendation 14—Beginning Teacher Evaluation and Staff Development

The Maryland State Board of Education should pass a bylaw to develop a strong program of support for the beginning teacher. This program should provide for the following:

- . A reduced load for the beginning teacher during the first year of teaching at full salary. The beginning teacher would be provided with at least five hours of professional assistance and instructional support each week during his/her first year.

- . During the second year, the beginning teacher would be required to pass minimum statewide criteria for effective teaching. The state would be required to engage in an extensive process which would include teachers, higher education personnel, and local education administrators, in the development of these criteria. At least two persons would assess the beginning teacher's performance against these criteria, one of whom would be the principal or the principal's designee. The second person would be a peer selected by the teacher being evaluated. The final evaluation would be the responsibility of the principal. All assessors would be specially trained in the use of the minimum statewide criteria.
- . Local education agencies, in cooperation with institutions of higher education, will be directed by the Maryland State Department of Education to include for new and non-tenured teachers an extensive, planned inservice program in the first year. An individual inservice plan based upon the assessment of the needs of the beginning teacher would be developed by the principal and teacher and would be implemented during the second year. These inservice programs would assure that beginning teachers receive support for their individual teaching needs and will address general needs identified by the local school system.
- . Teachers will continue to acquire tenure and be granted full initial certification after the second year when they will normally have met the minimum statewide criteria.

- . If necessary, teachers may be allowed a third year to meet the minimum statewide criteria after which certification and tenure might be granted.

Rationale

A very specific statewide program of teacher development needs to be implemented which will assure that beginning teachers have reached minimum levels of teaching effectiveness. It is generally agreed that college teacher preparation programs can only prepare people to begin teaching, but with the limited time available to colleges, much more development of the teacher is needed. This program would provide for a planned program and support for teacher development.

CHARGE 5. PROBATIONARY SUPPORT AND ASSESSMENT

Recommendation 15—Intensive Training in Teacher Evaluation for Principals and Supervisors

The Maryland State Board of Education should encourage local education agencies to provide on-going, intensive training in teacher evaluation for principals and supervisors including, but not limited to, that found in State law and negotiated agreements.

Rationale

Research consistently identifies the principal as the primary facilitator in establishing effective schools. An able principal can observe teachers on an ongoing basis, identify those in need of assistance, initiate inservice designed to help those teachers, and, when necessary, assist in counseling teachers who do not show improvement into another profession. Supervisors must have excellent skills in observation, conducting conferences, and providing assistance. Without these skills, they cannot perform their roles in a satisfactory manner.

CHARGE 6. THE EXPERIENCED TEACHER

Recommendation 16—State-Funded Staff Development Program

The Maryland State Board of Education should vigorously seek to obtain funds equal to a one percent add-on to the State Aid Program to be set aside to assist the State Department of Education, local education agencies, and higher education institutions in conducting effective on-the-job assessment and staff development programs. The principle use of these funds would be to give local LEAs additional resources to provide support for the continuing professional development of teachers. Individual schools shall develop a staff development plan which shall address individual teacher needs; LEAs shall apply for support from these funds to provide appropriate instructional assistance. These funds could be used to create Staff Development Centers attached to specifically identified schools in Maryland where collaborative programs would be designed and implemented to assist both preservice and inservice educational personnel in improving their instructional skills.

Rationale

Seventy-five percent of Maryland teachers are beyond the master's degree or its equivalent and are not required by Maryland certification

regulations to complete any more courses or workshops. Nevertheless, there is a real need for teachers to continue to learn and grow as they progress through their careers. Consequently, an active, quality staff development program needs to be implemented by every school system. However, most systems do not have a staff development office and have limited resources to commit to this purpose. While a one percent add-on to the State Aid Program may seem ambitious, it is no more than Maryland teachers need.

Recommendation 17—LEA Long-Range Plan for Teacher Development

It is recommended that the Maryland State Department of Education direct the local education agencies to develop and submit to the Maryland State Department of Education a long-range plan for teachers for providing inservice education opportunities. The plan should include provision for inservice in the following three areas:

1. Topics, issues, or concerns which teachers have selected.
2. Skills or content in which teacher "updating" is needed (e.g., use of microcomputers).
3. State Board of Education and school system mandated programs (e.g., Special Education, Gifted and Talented).

Teachers should be involved in preparation of the plan. Major emphasis in the plan should be given to area (one), above, and to opportunities for teachers to gain proficiency in the areas of classroom organization and management. Teachers should be given the opportunity to assist with inservice presentations. In so far as possible, these inservice opportunities should be provided during the school day. When possible and appropriate, these inservice opportunities should be offered at the local school building level.

Rationale

Teachers have ongoing inservice needs brought about by:

1. Changing classroom assignments.
2. Changing characteristics of the student population.
3. Curriculum changes brought about by state and local mandates, technological advancements, new knowledge generated in specific content areas, and educational research.

These needs must be addressed if teachers are to continue to provide quality instruction. Teachers are well aware of needs they have, and thus should provide input to the planning process. A long-range plan will give each LEA a basis for requesting funding from the local board, and a basis upon which to plan for assistance from higher education institutions and the Maryland State Department of Education.

Recommendation 18—Establishing a Clearinghouse of Staff Development Resources and Services

The Maryland State Department of Education, in collaboration with local education agencies and institutions of higher education, should establish and coordinate a clearinghouse for professional development resources and services which might be made available to all LEAs and IHEs for the education of preservice and inservice teachers.

Rationale

The Maryland State Department of Education has information about and access to inservice resources throughout the state, and thus can provide a broad range of assistance to individual school systems.

Recommendation 19—The Formation of Local Professional Development Advisory Councils

Contingent upon appropriate state funds, it is recommended that the State Board of Education require the formation of local professional development advisory councils (or regional councils, at local option) as a prerequisite to receiving state or federal funds for professional development activities. Professional development advisory councils should be appointed by the local boards of

education after consultation with local leaders of professional associations and administrative staff. The membership should include the following:

- . Central office administrators and supervisors, including the local supervisor of professional development
- . Principals - elementary, middle, and high school
- . Classroom teachers - a substantial percentage of total membership
- . Higher education personnel - nominated by the heads of local Maryland higher education institutions and other institutions of local choice
- . State Department of Education personnel - nominated by the State Superintendent of Schools
- . Citizens - including parents and employers
- . Students

The responsibilities of a local professional development advisory council would be to advise the local boards of education on at least the following: local plans for professional development; plans and proposals submitted to the State Department of Education for state or federal funding or certification credit; coordination with higher education institutions; and procedures for evaluating all professional development activities or programs for local personnel. Local professional development

advisory councils should be appointed following the adoption of local planning guidelines by the State Board of Education.

Rationale

The local staff development advisory councils should serve as a broadly representative group which would provide guidance to the local school system in terms of the staff development program it offers and conducts for school personnel.

Recommendation 20—Mission Statements to Strengthen Higher Education Support

It is recommended that the governing boards of the institutions of higher education that prepare teachers and other educational personnel define the responsibilities of their own institutions as regards the continuing professional development of local school system staff.

The role, function, and mission of the institution of higher education in the support of local school system professional development activities should be clearly stated. It is recommended that the State Board for Higher Education be advised of the content and direction of these statements.

Rationale

With a clear mission of support on the part of higher education institutions to improve local staff development programs, there is strong potential for the improvement of the instructional program for young people.

Recommendation 21—Planned Programs for Certification

Criteria for planned programs of study leading to renewal of the Standard Professional Certificate, study leading to the Advanced Professional Certificate, and renewal of the Advanced Professional Certificate should be developed by the State Board of Education. The criteria should include recognition of teacher needs in subject matter content, teaching and interpersonal skills, individual career goals, and school system needs. Credit given for work toward certificate renewal should be granted only when it is in conformance with a planned program.

Rationale

The present certification regulations provide that teachers should complete a planned program to acquire the Advanced Professional Certificate. However, no detailed guidance has been given to school systems about the nature of this program or what a program should contain for the certificate to be renewed.

Recommendation 22—Counseling Service

An employee assistance program for teachers should be developed by each LEA to provide referral to appropriate personal and professional counseling agencies.

Rationale

Problems of a personal and professional nature can lead teachers to need counseling. This program will implement a formal referral service with agencies that offer rehabilitative and career guidance to employees. As a result, the system could also help those teachers who have been identified by unsatisfactory work performance.

Recommendation 23—Summer Work Experience

It is recommended that local school systems should develop links with business and industry in order to identify summertime employment for teachers in work related to an individual's teaching field.

Rationale

Experiences in business and industry can give teachers useful background material to bring to their classroom teaching and can help them develop new skills related to their profession,

thus benefiting the teachers, the students, and the local education agency. Some types of summer work experience may be counted toward recertification credit.

Recommendation 24—Revocation/Suspension of Certificates

The Professional Standards and Teacher Education Advisory Board should continue to study the subject of revocation/suspension of Maryland teaching certificates and make recommendations to the Maryland State Board of Education of procedures for revoking or suspending certificates for administrators, supervisors and teachers. These procedures should include due process, an appeals procedure, and provision for reinstatement upon recommendation of the local board of education.

Rationale

Maryland currently has no provisions for revocation or suspension of certificates. Failure to meet certification requirements will result in non-issuance or non-renewal of the certificate or, in some cases, the issuance of a provisional, rather than standard, certificate. Once a certificate is issued, however, it remains valid for its specified period.

Most states have a process for revocation or suspension of certificates. Grounds for the action vary. A common one is a reason which

would have prevented the issuance of the certificate, i.e., fraud. Another, widely used, is the conviction of a felony which directly affects the educator's ability to perform his/her job. Child abuse and narcotics distribution are other examples cited. Procedures also vary from state to state, with due process and an appeals procedure as the most common elements.

Recommendation 25—Improving the Teaching Climate

The State Department and all local school systems should undertake a strong and coordinated approach to eliminate disruptive behavior in classrooms, utilizing the following elements:

1. Specific programs for teachers and supervisors on classroom climate and management.
2. Annual workshops for principals on teacher and student rights and responsibilities and on instructional leadership.
3. Establishment of a sufficient number of alternative classrooms and schools located within school systems or located regionally in Maryland to permit temporary and/or permanent reassignment of chronic and severely disruptive students whose behavior has caused multiple suspensions and continues to impede maximum learning in the classroom.

Rationale

There is a need to improve the school climate for the direct benefit of both the students and the teachers. Where disruptive behavior can be reduced or eliminated, students will be better able to direct their attention toward positive learning experiences. Also, where students are motivated to learn, teachers can do their best work and students who might be attracted to the teaching profession would see it as an attractive career option.

Recommendation 26—Assistance for Teachers Who Have Received Unsatisfactory Evaluations

It is recommended that the local education agencies include in their formal evaluation procedures specific opportunities for teachers who have received an unsatisfactory evaluation to request assistance in areas of identified need or weakness. A plan should be developed for the teacher which includes input from the teacher, the principal, and the supervisor.

Rationale

Teachers with unsatisfactory evaluations should be given every opportunity to improve their performance in a positive, direct way. An inservice plan can be developed to deal with the specific needs of those teachers, rather than general topics which may not address the problems which the teachers are experiencing.

CHARGE 7. TEACHER REWARD SYSTEM

Recommendation 27—Non-Monetary Rewards and Incentives

1. **Public Recognition:** Distinguished teaching performance should be noted and rewarded. School systems should help parent or business groups set up programs to honor teachers for both outstanding and long-term service to the community.
2. **Peer Recognition:** Experienced teachers should be selected for positions of leadership within individual schools. Their experience should be valued as consultants to principals, as committee members, and as leaders in planning inservice training.

Rationale

One of the best ways to motivate, inspire, create high morale and esprit de corps is through recognition. The respect and prestige shown by the community at large and by the education community will make all teachers feel more highly valued.

Recommendation 28—Job Equivalent Salaries

Salaries in the teaching profession should be increased to levels which are competitive with

private industry, government, and the other employers of similar professionals. The standard of determining competitive salaries should be based on comparable experience, education, and equivalent job content. In attempting to reach this goal, the Maryland State Board of Education should conduct a study to establish on a statewide basis the job equivalence between teachers and other professional occupations in Maryland in order to develop an average salary scale for teachers. Findings and implications of the study may be utilized by the local subdivisions to determine more precisely the salary schedules appropriate to each LEA.

Rationale

A public education system is the keystone of our nation's system of a free, informed, and educated democracy. It is our assumption that the education of our young people is one of the most important responsibilities of a society. This imposes on the teacher a position of great trust and enormous responsibility. The changing social conditions make it impossible to continue to pay the teacher in indirect ways as was the case earlier in our history when a relatively low pay scale was accepted for a variety of social and economic reasons.

If teaching is to be a highly respected and attractive profession, the economic rewards must be commensurate with the responsibilities in the eyes of society as well as in the eyes of the teacher.

Recommendation 29—Teacher Shortages

It is recommended that LEAs include in their negotiated salary structure provisions for meeting teacher scarcity in identified areas of severe teacher shortages.

Rationale

A recent study conducted by the Maryland State Board for Higher Education shows that beginning engineers are paid salaries which are twice as much as beginning math teachers in Maryland. Consequently, few people are graduating from math teacher education programs and those who do often change careers after a year or two of teaching. Without qualified math teachers, the schools cannot hope to prepare its students to be successful in college math programs and to fulfill the nation's needs for people with strong math backgrounds required by science and industry.

Recommendation 30—Ranks for Teachers

The Maryland State Board of Education should create ranks for classroom teachers, with significantly different salary levels, in order to encourage superior teachers to remain in the classroom.

Rationale

Both the public and numerous studies of public education have consistently urged that outstanding teachers be given special incentives to remain in the classroom. In order to accomplish this, a special rank or ranks should be established with full participation of teachers. The criteria and selection process for superior teachers must be carefully considered, established, and administered to ensure complete fairness.

Recommendation 31—Leave Policies

1. A sabbatical leave policy should be implemented by each local education agency for the purpose of professional renewal. The number and eligibility requirements of such leaves to be granted each year would be negotiated between the LEA and the teachers' organization.
2. Faculty exchange programs should be instituted to enable teachers to gain new experiences in other assignments, including teaching at different grade levels, supervision, administration, guidance counseling, curriculum development, or in higher education, business, industry, or public and private agencies. These exchange arrangements would be temporary, ranging from several months to one or two years.

Rationale

Well-planned exchange programs or study leave can be powerful reinforcements for the classroom teacher. This is an investment in human capital, with benefits to the entire school system and its students as well as to the teacher. Both forms of leave could be made available to teachers after certain intervals of service. Both would enable teachers to return to teaching with renewed enthusiasm, or perhaps to seek other lines of employment instead of one for which they no longer feel well-suited.

Recommendation 32—Compensation for Extra Duties

Local education agencies should include in their negotiations process a provision to pay for extra responsibilities beyond regular teaching assignments (e.g., department chairmanships, extra-curricular supervision, etc.).

Rationale

These essential school-related activities take a great deal of time and are often difficult to staff. Their importance as positions of leadership for teachers and students justifies the incentive of additional compensation.

Recommendation 33—Compensation for Graduate Education

Teachers should be compensated for the full cost of graduate education programs directly related to their professional requirements to the Master level and beyond as may be required by the responsible agency. Funding the pursuit of advanced degrees would be contingent on prior approval of specified programs by the local superintendent and as provided for in the negotiated process.

Rationale

Financing of appropriate advanced degrees serves to benefit the local school system and the student as much as the teacher. It should be viewed as an investment in human capital with the resulting improvement being the quality of teaching and the achievements of the students.

Recommendation 34—A Reward Structure for Higher Education Staff Development Activities

It is recommended that the State Board for Higher Education request that the segmental governing boards review and redefine the traditional higher education workloads, definitions, reward structures, and promotional practices in schools, colleges, and departments of education in such a manner that professional

development services to local school systems become of equal value with teaching, research, and publications.

Rationale

If college faculty members were encouraged to devote their talents to staff development, as well as teaching, research, and publications, they would make significant contributions to the improvement of local education agency staff development and instruction programs.

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